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ABSTRACT

In this paper, the authors examine the issues, problems, implications, rationale, and basic assumptions behind the need for a discussion dealing with the principles of vocational education. They attempt to encourage a re-examination of these principles of vocational education for the purpose of preparing for and improving vocational education in the next decade. First, the authors review, within an historical context, a variety of lists of principles which have guided vocational education in the past. Next, they examine the direction of vocational education and its relationship to all of education, to general education, and to vocational training. Next, these relationships are clarified. Finally, the authors present a list of principles which they hope will encourage still greater dialogue and concern by all those associated with or interested in vocational education. (BM)

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THE PRINCIPLES OF VOCATIONAL EDUCATION: REVISITED

IN PREPARATION FOR THE 1980's

by

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The intent of this manuscript is to examine in a critical and objective manner the issues, problems, implications, rationale, and basic assumptions behind the need for a discussion dealing with the principles of vocational education. Rather than just review and discuss the historical background of vocational education and its stated principles an attempt will be made to encourage a re-examintion of the principles of vocational education as we are about to move into the 1980's. The past is history, but a past that we should consider in making plans for the future. Therefore, we have chosen to address the topic as follows: "The Principles of Vocational Education: Revisited in Preparation for the 1980's."

Within the last few years many within and outside of the vocational education area have voiced concern with the philosophy, principles, and need for a policy for vocational education. Most of these concerned individuals and groups have conducted their research based upon the historical foundations of vocational education. The content of this manuscript will to a very large degree call upon some of these earlier efforts and add to the amount of information and ideas already in the literature dealing with the subject. Major concern will focus on the principles of vocational education in the context of the future and will relate to vocational education as a total "program" rather than just as a method of instruction.

At a glance, the casual observer might think that the task of dealing with principles for vocational education is rather easy. One can easily review the various statements of principles which have emerged over the years

and leave the review at that level. That effort would in fact accomplish very little for the profession. Dealing with principles in a field which has not operated on the basis of a philosophical base with any real level of agreement is dangerous business. Vocational educators have followed the dictates of Federal Laws and Regulations, which have their own goals, rather than directing their efforts to establishment of vocational education as a truely unique and separate discipline.

The purposes of this manuscript will have been served if the members of the profession take time to give it careful consideration and offer comment or criticism to the ideas presented within. We asked ourselves several times the following question: "As we drive into the future how much time should we spend looking into the rear view mirror of the past?"

Identification of the Problem

There is concern today that we need a philosophy, principles, policy or some other set of statements that will clearly define what vocational education is and determine the direction that it should take in a world of rapid change. This need arises out of the repeated misunderstanding about the relationship between education and vocational education; between general education and vocational education; and between vocational education and vocational training. The problem as we see it is to still more clearly and accurately define what it is vocational education is or should be. One way to do this is to get the members of the profession engaged in a meaningful discussion dealing with the basic beliefs or principles of vocational education within the context of the level of our expertise and level of responsibility to the public. It is within this framework that we have defined the problem.

Purpose

The major purpose is to clearly and accurately define what it is vocational education is or should be in the 1980's. The following sub-purposes will help us reach the major purpose which we have established for this manuscript.

1. Review within an historical context a variety of lists of principles which have guided vocational education in the past.
2. Give others in the profession concepts to deal with when giving direction to vocational education and its relationship to all of education, to general education, and to vocational training.
3. To clarify the relationship between education and vocational education; between general education and vocational education; and between vocational education and vocational training.
4. To present a list of principles of vocational education to the profession, which we hope will encourage still greater dialogue and concern, by all those associated with or interested in vocational education. The concern here is with vocational education as a total "program" rather than just as a method of instruction.

A Framework for Grappling with Principles for Vocational Education

It would seem that most would agree that vocational education benefits and is the shared responsibility of the nation, the state, and the local community. Since this may be considered, by some at least, as a principle of vocational education (program principle not instruction principle) it becomes readily apparent that many levels of government are concerned with

vocational education. Any list of principles of vocational education must be considered in terms of a framework of national, state, and local organizational interests.

To our way of thinking, it is the consumer of vocational education, namely the student, who should be the one to most appropriately be served by any principles of vocational education. As we clarify our focus which is student directed it must be pointed out that the concern is for secondary school students, post-secondary students, and adults in need of vocational instruction services. It is on this basis that one can propose certain outcome results that such a framework would bring about. The framework:

1. Should make clear the relationship between the nature of the changes we are facing, and the responses that are being attempted through debate of philosophy, principles and policy. Ultimately, it is the characteristic of change in our society relative to the capability of vocational education which will define the criteria by which adequacy of philosophy and policy will be judged.
2. Should make clear the distinction between philosophy, principles, and policy or any other term which may be included in formulating the nature of the response which is planned.
3. Should distinguish between such questions as:
   - Do we need a philosophy for vocational education?
   - Do we need a policy for vocational education?
   - Do we need principles for vocational education?

This then leads to the related question:

- Do we need national principles for vocational education?

The questions are quite different in intention and consequence.

4. Should clarify the relationship between education and vocational education; between general education and vocational education; and between vocational education and vocational training.

If by clarifying the issues, the framework can point to some central actions vocational educators must answer, it will serve its purpose well. It is doubtful that this paper can do all that, but sometimes trying is well worth the effort exerted.

In establishing the framework for this undertaking it was first necessary to determine the relationship between philosophy, principles, and policy for vocational education. A paper prepared for and presented to the members of the National Association of State Directors of Vocational Education by Pautler, Nelson, and Skobjak entitled, "The Need for a National Policy for Vocational Education" (1978), helped in determining the relationship between and among philosophy, principles, and policy. The relationship between and among these three p's (philosophy, principles, policies) was constructed within the following paradigm.

. A philosophy of vocational education is essentially a statement of belief as to its role and mission in American society and in the system of public education in the United States. (It should be national in scope.)

. From such a philosophy there can be derived a set of basic precepts (principles) or guidelines which must be observed if the philosophy is to be accepted. (Should be national in scope.)

. From these basic principles flow the organizational and administrative

> decisions (policies) which carry philosophy into practice. These policies need not, probably should not, be national. Adaptation to regional and local needs, which very widely in a country as large as ours, are more essential than monolithic conformity on a national scale.

Historical antecedents of vocational education deserve respect but should not be allowed to interfere with the adaptations and changes which must be made to meet the needs of people in an ever changing world. Knowing the historical development of the movement helps to understand the attitudes and beliefs of those who persist in resistance to change, but must not become a roadblock in the path of that change. The reason why our national constitution has served the nation so well and so long is its built in provisions for changing it, the need for which the founding fathers so wisely recognized.

Principles become the interface between the philosophy and the resulting policies that may emerge. Principles according to this framework emerge from the philosophical base. Once a set of principles are determined and agreed upon the next step becomes implementation and this can result from some form of policy decision which may be at the national, state or local level. The concern of this manuscript is with the principles of vocational education. It is not intended to be a comprehensive historical review of all of those who have attempted to define vocational education in terms of what they consider to be principles. It is intended to be a selective review to support the reamining parts of this paper.

John Dewey (1973) in one of his lectures in China, between 1919-1920, dealing with vocational education stated the following:

> As we discuss vocational education we must keep ourselves reminded of the dual aspect of vocation--working, manufacturing, producing on one

> hand, and consuming the products of industry on the other--and recognize that vocational education must be concerned as much with the one as with the other. (p. 279)
>
> ...When workers do engage in reprehensible activites in their leisure time, it is because they have not been educated in the wise use of leisure. (p. 280)
>
> ...Vocational education is not trade education; nor is it education for any particular trade, or for that matter trades in general. Training for a special trade is mechanical because it does not require thought and learning, but only a specific group of skills. This is not what we mean by vocational education. Vocational education provides training in the scientific method, and thus enables people to appreciate the significance of the various processes utilized in industrial enterprise. Workers who have had good vocational education can make effective use of their physical energy on the one hand, and can have scientific knowledge about their work on the other. (p. 282)
>
> ...we must never, under any circumstances, accept present conditions in business and industry as our standard. Social conditions change, and technological progress is so rapid that it simply does not make sense to try to prepare boys while they are in school to perform certain specific jobs. When a student who has spent his time in school preparing to do a certain job graduates, only to find that the job no longer exists, he is in a bad way. Recognize the rapidity of change, education must look to the future for its standard. We can't afford to spend precious time imparting skills which may be obsolete by the time the student graduates. This is of particular importance in China at the present time (1919-1920). The task of education is to cultivate fundamental methods and techniques, and thus to make students sensitive and disposed to improve conditions. This is far more effective than a narrowly oriented vocational education. (p.282)

These statements by John Dewey seem in many ways as relevant today as they were in 1919-1920 when he made his lecture tour in China. In a number of ways he was dealing with the differences between vocational education and vocational training which we see today in dealing with the relationship between programs sponsored by the United States Department of Labor and the United States Office of Education. To be more explicit, it seems to some that what we have developing in the United States is a dual system of education, one being

administered by the Office of Education and the other by the Department of Labor, both dealing with vocational preparation for the world of work. More will be stated later dealing with this topic.

Wright and Allen (1926) in their book THE SUPERVISION OF VOCATIONAL EDUCATION OF LESS THAN COLLEGE GRADE presented a list of what they considered the basic principles of vocational education. These were as follows:

1. Instruction in order to be effective with vocational students must be given to selected groups.

2. The subject-matter to be taught must be such as directly functions in the work for which the pupil is being trained.

3. Instructors must have been occupationally trained in the trade or occupation they are to teach.

4. Individual instruction should be given whenever necessary to the progress of any member of the group.

5. Each individual member of the group should be permitted to progress as rapidly as his or her ability will permit, and promotions should be made at any time on the basis of ability to do the work required.

6. Effective training for work can best be given on a real job.

7. All subject-matter training should be arranged in the most effective instructional order of difficulty.

8. The pupil while being trained should be placed in an occupational atmosphere and environment.

9. The instruction and training whould be based upon prevailing occupational standards.

10. Repretitive training in the various operations should be given such as will enable the learner to begin work as an economic asset rather than as an economic liability to his employer. (p.30)

Wright and Allen in 1926 considered these as principles of vocational education. History does not reveal how well these were accepted, practiced, or even

implemented to the best of our knowledge. A number of their principles deal with education rather than just vocational education.

Prosser and Quigley (1949) in their book VOCATIONAL EDUCATION IN A DEMOCRACY deal with some of the theories of vocational education. The word principles is not used in their treatment of the subject of vocational education, but rather, they use characteristics or present theories of vocational education. They deal with the differences as well as relationships between general education and vocational education. They state the following:

> Vocational education as it developed has been introduced into or grafted on to a thoroughly organized general system of schools already in operation. It is not surprising that considerable confusion has arisen and that many attempts have been made to give vocational education on the basis of faculty psychology and the theory of formal discipline.... Out of these differences in the theories and practices of general education and the requirements for effective vocational training to meet the real demands of employment, have grown controversies not as yet finally adjusted. (p.216)

One does not have to read much more than the CHRONICLE OF HIGHER EDUCATION to realize that the argument still goes on today between those associated with and supportive of general education and those associated with vocational education. The relationship between the two areas has still not been defined or accepted. This remains a problem area to vocational educators. Prosser and Quigley discuss the sixteen theories of vocational education and suggest that an efficient plan for vocational education will have the following characteristics:

1. The training environment is the working environment itself or a replica of the working environment.
2. The training jobs are carried on in the same way as in the occupation itself.

3. The trainee is trained specifically in the manipulative habits and thinking habits required in the occupation itself.

4. The training helps the trainee to capitalize his interests and abilities to the highest possible degree.

5. The training is given to those who need it, want it, and are able to profit by it.

6. Adequate repetitive training in experiences from the occupation fixes right habits of doing and thinking to the degree necessary for employment.

7. The instructor is himself master of the skills and knowledge he teaches.

8. Training is carried to the point where it gives the trainee a productive ability with which he can secure employment or hold employment.

9. Training meets the market demands for labor whatever these may be in any given occupation.

10. Training is given on actual jobs and not in exercises or pseudo jobs.

11. The content of the training which is taught is obtained from masters of the occupation, not theories.

12. This teaching content applies so directly and specifically to the occupation that it has functioning value for this occupation only.

13. The training needs of any group are met at the time they most require help and in the way that gives the most help.

14. The particular characteristics of those it serves are considered--both in methods of instruction and in personal relations with learners.

15. The administration is elastic and fluid.

16. The funds expended on training are at least sufficient to permit good training to be done. (pp. 234-235)

Some of Prosser and Quigley's theories fall far short of being considered as principles for vocational education. In all fairness to them, it must be

restated that they discussed their sixteen points in terms of theories and that an efficient plan for vocational education would be able to demonstrate the theories in terms of characteristics. However, the reader will observe the relationship between Prosser and Quigley's theories and those of Wright and Allen which have been previously presented.

Melvin Barlow (1974) in the prologue of the Fourth Yearbook of The American Vocational Association, THE PHILOSOPHY FOR QUALITY VOCATIONAL EDUCATION PROGRAMS, has selected a number of principles of vocational education first stated in the period between 1906-1917. According to Barlow, "it is possible to suggest a number of the fundamental ideas that have withstood, and probably will continue to withstand, the test of time." (pp. 19-20) These general principles were in the following areas:

- Citizenship
- General education
- Clientele
- Theory and practice
- Cooperation
- A national problem
- Individualized instruction
- Vocational instructors
- Class distinction (pp. 20-22)

It was, according to Barlow, that;

> During this period, (1906-1917) largely through the efforts of the National Society for the Promotion of Industrial Education, advocates

> of vocational education studied the need for and the nature of vocational education and the kinds of delivery systems required. Many people were involved in these concerns. Frequent repetition of similar views developed into guidelines or principles--basic issues around which a consensus emerged. (p. 22)

The serious student of the history of vocational education concerned with the general principles presented by Barlow must also review and react to the work of Charles Law. Law (1975) in his paper "A Search for a Philosophy of Vocational Education" reacted in a most scholarly way to the general principles presented by Barlow. In his own words, Law "disagreed violently" with Barlow's statement:

> The system of vocational education postulates that the vocational education movement rests upon a solid foundation of basic principles that do not change with time. (p. 23)

In regard to this Law states the following:

> Here I disagree violently. I believe that not only have we changed our interpretation of these basic principles listed above (Barlow's general principles) but we have changed our philosophical approach, without proper delineation of such changes. (p. 34)

Law then continues;

> My own belief is that we operate on the basis of the evolving philosophy of the Mel Barlows but we have not redefined and stated lucidly such philosophies. Instead, we retreat to the original tenets of our founding fathers for support and, these are schizophrenic. Is it any wonder we appear to friend and foe alike to be inexplicable even to ourselves? It's as if we sing loudly in the slightly paraphrased words of the old hymn:
>
> "Through every high and stormy gale,
> My anchor holds within the veil.
> On this, the solid rock, I stand,
> All other ground is sinking sand..."
>
> Yet when we analyze deeply, our present day anchor is not grounded to the same rock as in 1917 but to our own redefinition of vocational education.

> If this be true, let's find that rock, note its specifications and stake it out. (pp. 34-35)

This kind of dialogue is very healthy for the profession. It is presented here to acquaint the reader with the interaction which has resulted between two well respected vocational educators. It is this kind of professional dialogue that is needed in dealing with many of the issues that face our profession. The intent here is not to take sides in the debate, but only to present the evidence available on the subject, that others may deem useful.

A report by the Division of Vocational Education, University of California, Los Angeles, California (1975) entitled POLICY--MAKING FOR VOCATIONAL EDUCATION has direct implications to this discussion of principles of vocational education. The publication emerged as a result of a funded project dealing with policy making for vocational education. One section of the report deals with the principles of vocational education. The principles presented in the report are based upon beliefs as to what is or should be true about vocational education. "The principles that are listed in this report are of a broad philosophical nature and are not intended as operational guidelines or rules and regulations. Individual states may wish to use the principles contained in this section as the basis for broad general policies and then translate those policies into operational policies and rules and regulations." (p.4)

- vocational education benefits and is the shared responsibility of the nation, the state and the local community.
- vocational education requires a competent staff with expertise in the fields for which they are responsible.
- vocational education is developed, conducted, and evaluated in consultation with appropriate advisory committees

- vocational education is based upon a systematic assessment of social, economic, and employment needs.
- vocational education reflects and anticipates the changing attitudes and values of society as well as the changing requirements of business and industry.
- vocational education benefits individuals in relation to economic necessity, personal satisfaction and competence on the job.
- vocational education provides options that will benefit individuals entering, upgrading or retraining for employment.
- vocational education provides for the unique needs, experiences, and varying abilities of individuals.
- vocational education is of direct value to society in relation to the stability of the economy and the supply and demand of the labor force.
- vocational education provides opportunities for individuals to discover and develop their vocational interests and abilities and to be assisted toward placement in the occupation for which they have received instruction.
- vocational education develops work attitudes, saleable skills, and usable knowledge related to employment.
- flexible entry and exit for individuals is a characteristic of vocational education.
- vocational education is appropriate for all individuals without regard to sex, creed, religion, race, geographical location, or physical or mental handicaps.
- vocational education is an identifiable integral component of quality comprehensive educational systems.
- vocational education contributes to the concept that an individual's occupation is a major cohesive force in the continuity of that individual's life.
- vocational education learning is more effective when it occurs in a context that either is or simulates an actual job situation.
- vocational education is concerned with the total growth of individuals.
- vocational education is for those individuals who need it, want it, and are able to profit by it.

- vocational education is held accountable and is evaluated on the basis of objectives, processes, products, costs and community acceptance.

- vocational education is coordinated among the various agencies and institutions so as to maximize available resources.

Leighbody (1972) in addressing the goals of vocational education states the following:

> Any discussion of the problems which confront present day educational leaders with respect to vocational education quickly leads to the question of its goals. What are the goals of vocational education? What role is it expected to play in the system of American education? There is disagreement as to what these goals are and what they ought to be. There are certain goals of vocational education which are widely accepted by vocational educators, but are questioned by other educators. There are goals which are emphasized by some vocational educators and played down by others. And there are goals which some consider quite appropriate at certain educational levels, but not at others. Most of the issues which arise in practice emerge from these disagreements, for as goals differ so do philosophies and methods. Views which are adopted, and evidence supporting them, become more or less germane and carry more or less weight depending upon what goals one accepts for vocational education and expects to achieve. (p. 1)

The assumption is being made that goals as used by Leighbody can be equated with the use of principles in this paper.

Fred Ingram (1965) a past president of the American Vocational Association (AVA) presented a list of five essential characteristics of vocational education which distinguish it from general education. These characteristics were as follows:

1. Education is vocational when it is designed specifically to improve the efficiency of an individual in a specific occupation--either as preparation for employment or supplementary to the duties of employed workers.

2. Education is vocational when it is taught and learned in its relationship and application to the actual job requirement of a specific occupation.

3. Education is vocational when it is of more value to persons who will pursue, or are pursuing, a specific occupation than to other persons.

4. Education is vocational when it is timed so that the learner can apply it at the time it is learned to useful and productive work in a specific occupation.

5. Education is vocational when the necessary skills and knowledge of a particular occupation are being taught and learned in their practical and proper application to the work. (p. 3)

As the reader will note, we have many areas of general agreement as to the principles of vocational education, and some areas of limited agreement. With this limited historical review of the principles of vocational education as a foundation it is now necessary to deal with the general meaning of vocational education by definition.

Defining Vocational Education

It seemed essential at this point to deal with the definition of vocational education. How much agreement do we have among those in the profession as to the meaning of vocational education? What does vocational education convey to non-vocational educators and the public? How does vocational education differ from vocational training as practiced by those involved in CETA programs? Is their a difference between vocational education and vocational training? These are the questions and some of the reasons that this section is included. Section 101 of the Education Amendments of 1976 (Public Law 94-482) presents the Declaration of Purpose dealing with vocational education. Section 101 follows:

> It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational

education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the State in the development of the vocational education plans. It is also the purpose of this part to authorize Federal grants to States to assist them--

1. to extend, improve, and, where necessary, maintain existing programs of vocational education,
2. to develop new programs of vocation education,
3. to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and
4. to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

so that persons of all ages in all communities of the State, those in highschool, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools, will have ready access to vocational training or retraining which is of high qaulity, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

Anyone concerned with the administration of public vocational education programs must be fully cognizant of the Federal legislation and guidelines for the administration of such programs. However, it must be pointed out that the actual number of dollars of Federal money provide for vocational instruction when mixed with state level contributions and local educational agency contributions is rather small. The concept of "seed money" as taken from the Smith-Hughes Act of 1917 is still working to support the local efforts to deliver vocational education programs. The point being made here is simply that vocational education or perhaps vocational education/training is also taking place in other areas. Evans (1977) in dealing with the issue of supply of

workers states the following:

> Workers learn the skills necessary for success in an occupation in a variety of ways:
>
> 1. vocational education in secondary and postsecondary schools
> 2. apprenticeship
> 3. Comprehensive Employment and Training Act programs
> 4. on-the-job training
> 5. proprietary vocational schools
> 6. military training
> 7. correspondence schools
> 8. trial and error, observation, and other informal methods (p. 22)

This list should be expanded to include programs that take place in rehabilitation centers and programs as well as in corrections institutions. Perhaps, even additional sources could be added to the listing.

For the purposes of this paper the Evans (1977) definition of vocational education will be used:

> In its broadest sense vocational education is that part of education which makes an individual more employable in one group of occupations than in another. It may be differentiated from general education, which is almost of equal value regardless of the occupation to be pursued. (p.3)

The question that this definition leads into is "how does vocational education differ from vocational training?" One question leads to another and so on. Is vocational training a sub-part of vocational education? Is vocational training a component of vocational education? What is the difference between vocational training and vocational education, if any? The questions that can be asked seem endless in nature and scope. For present purposes and until a better definition of vocational education is suggested the Evans definition will be used in this manuscript.

What are the Real Issues?

The real issues are those which have been included in the identification of the problem, which are included in the statement of purpose, and are the basis for the framework which has been established to deal with the topic of this manuscript. The real issues dealing with the theme of this manuscript are as follows:

- What are the unique characteristics that vocational education can demonstrate that can justify its existance within the larger context of education.
- What are the unique characteristics that vocational education can demonstrate that make it different from vocational training.
- What is the relationship between education and vocational education and general education.
- What are those principles that make education vocational.

Our major purpose in examing the issues, as we see them, is to present a list of principles to the profession, that will identify those special characteristics that make vocational education unique and can justify its existance without appeal to federal law.

Assumptions:

Before attempting to clarify and present a set of principles of vocational education that the profession might consider in the 1980's it is first necessary to make some assumptions which form the foundation for the principles. These assumptions, which really represent our position on the issues presented, are absolutely essential for the reader. The assumptions are as follows:

1. Vocational education is a very important part of the total educational system of the nation, the state, and the local schools.
2. Vocational education is that part of education which makes an individual more employable in one group of occupations than in

another. It may be differentiated from general education, which is almost of equal value regardless of the occupation to be pursued. (Evans and Herr, 1977, p. 3)

3. Vocational education is much broader in scope than vocational training. Vocational training is one component of vocational education. Vocational training may more appropriately be labeled "job training." Providing job training is much easier than providing vocational education.

4. Vocational education should serve to help the student see a need for general education and assist in the interpretation of general education.

It is based upon these assumptions and our review of the literature that we have attempted to identify those characteristics unique to vocational education.

Principles of Vocational Education for the 1980's

The contents of this section of the paper represent the most difficult and challenging aspect of dealing with the topic of the Principles of Vocational Education: Revisited in Preparation for the 1980's. The purpose is to present to the profession and those concerned with legislation and public policy a listing of principles of vocational education which will more clearly and accurately define what it is vocational education is or should be in the United States. As indicated earlier in the statement of purpose the concern is with vocational education as a total "program" rather than as a method of instruction.

Our suggested list of Principles of Vocational Education for the 1980's has been arrived at by means of objective as well as subjective measures but has not been tested by any formal research methodology to date. We have been objective to the extent that our review of the literature has given us a

wealth of information dealing with the historic background and direction of vocational education. As we consider contemporary conditions in the United States and look to the future our subjective judgement has come into operation.

This paper represents a start rather than a finish to our modest efforts to date. Those in attendance at the Special Session on the History and Philosophy of Vocational Education at the American Vocational Association Convention in Anaheim, California, on December 3, 1979 were asked to respond to the principles by means of an instrument (Appendix A) which we tabulated, and include the results (Appendix B) of within the final draft of the paper. This will provide the writers with some degree of input and perceptions of agreement or disagreement with the principles from a group of professional vocational educators. With this modest start the authors would then attempt to clarify their own perceptions of the principles that still more clearly and accurately define what it is vocational education is or should be in the United States. Our suggested list of principles follows:

"Principles of Vocational Education in the 1980's

- Vocational education includes assessment of the student's abilities; intake counseling and guidance; an instructional plan; and culminating evaluation of student performance and ability.
- Vocational education has a responsibility to each student completing a program. Appropriate services to assist the student in making the transition from school to work or more advanced education must be included in the total program of vocational education.
- Vocational education is designed specifically to improve the efficiency of an individual in a specific occupation or cluster of occupations.

- Vocational education is of more value to persons who will pursue, or are pursuing a specific occupation than to other persons.

- Vocational education is concerned with the total individual and his/her educational needs. Vocational Education is not just "job training." Vocational training is one part of vocational education.

- Vocational education develops work attitudes, saleable skills, and useable knowledge related to employment.

- Vocational education provides opportunities for individuals to discover and develop their vocational interests and abilities and to be assisted toward placement in the occupation for which they have received instruction or advanced education.

- Vocational education should be provided to all those who need it, want it, and are able to profit from it, at the time they most require it.

- Vocational education is carried to the point where it gives the student the ability to secure and hold employment or to go on to more advanced education.

- The educational environment itself for vocational education is the work environment itself or a replica of the working environment.

- Vocational education curriculum and instruction should be based upon systematic assessment of social, economical, and employment needs of the individual and the country.

- The subject matter to be taught in vocational education must relate directly to the functions in the occupational area for which the student is being educated.

- Vocational education should assist in making the content of education more relevant and applicable.

- Vocational education should assist the individual to attain occupational versatility with transferable skills and knowledges. It must prepare the student for the necessity of a number of occupational as well as job changes during his working life.

These principles, in our opinion, more clearly and accurately define vocational education as it is or should be in the United States. Each principle would need to be examined by policy makers at the national, state, and local levels who may wish to use them as the basis for broad general policies and then in turn translate those policies into operational policies and rules and regulations.

A High Risk Venture

John Walsh (1979) in his paper "Vocational Education: Education or Short-Run Training Program," contained in the National Institute of Education publication THE PLANNING PAPERS FOR THE VOCATIONAL EDUCATION STUDY: PUBLICATION NO. 1 states the following: "There is no consensus regarding the goals of vocational education, and anyone who dares put them down in black and white is opening himself to attack." (p. 237) We realize that Walsh is partially correct in his statement and are willing to subject ourselves and the principles to such attack. It is long overdue that the members of the profession take time to determine what vocational education is or should be in the future and determine its relationship to manpower training programs.

Walsh (1979) states "that the specific objectives of vocational education programs are different from those of employment and development programs. The accompanying tabulation on the goals of vocational training summarizes this "difference."

EDUCATION	EMPLOYMENT & TRAINING (MANPOWER)
1. To provide full-time students with vocational training over a two-to-four year period of time, which is integrated with academic training, and which is often exploratory in nature.	1. To prepare out-of-school youth and unemployed or unsuccessful adult labor market participants for employment in demand occupations in as short a period of time as possible.
2. To increase student options--which include further education as well as immediate post-school employment.	2. To provide income maintenance for program enrollees. (p. 239)
3. To serve as a motivating force to enhance all types of learning	

Walsh's main concern was to deal with matters related to the evaluation of vocational education. He raised the issues that have troubled many vocational educators concerned with evaluation namely how can one evaluate something that is not clearly defined in the first place. He states, "the key is in arriving at a definition of vocational education and establishing specific objectives for vocational education programs which are measurable, and which would provide the basic structure for future evaluation of vocational education." (p. 231)

Summary

The major thrust of this manuscript was to develop an awareness in the reader for the need for a re-examination of the principles of vocational education. The problem was to attempt to still more clearly and accurately define what it is vocational education is or should be. A framework was established for dealing with the problem and certain assumptions were made

before attempting to clarify the principles of vocational education for the 1980's. An attempt was made to clarify the relationship between:

- education and vocational education,
- general education and vocational education, and
- vocational education and vocational training.

The paper was concluded with a suggested list of principles of vocational education which the authors' believe more clearly and accurately define what it is vocational education is or should be. It is these fifteen principles which the authors' hope that the profession will consider and debate and use as a guide for the further development and growth of vocational education in the United States.

Recommendations

1. What it is vocational education is or should be is still not clearly conveyed to those who control policy decisions for its operation and development. Many vocational educators are still not sure what it is they should be doing and as a result do very little thinking about the role of vocational education.

Recommendation #1:

We recommend that vocational educators' at all levels of education take a serious interest in determining what it is vocational education is or should be in the 1980's. A clarification of the principles of vocational education is needed at the national, state, and especially the local level in order to better determine what it is the profession should be accomplishing.

2. This paper has attempted to clarify the relationship between a number of related areas, such as; general and vocational education; education and vocational education; and vocational education and

vocational training. The authors' attempt to clarify the relationship between these areas needs the close inspection and professional input from other members of the profession as well as the critics of vocational education.

Recommendation #2

We recommend that those making policy decisions effecting vocational education first determine the relationship between education and vocational education; between vocational education and general education; and between vocational education and vocational training. Faulty policy decisions will still more confuse the basic issues dealing with the relationship between vocational education and manpower development and training.

3. This paper has presented a list of fifteen principles which the authors' believe more clearly and accurately define what it is vocational education is or should be.

Recommendation #3

We encourage and recommend that vocational educators at all levels review and consider for adoption the "Principles of Vocational Education in the 1980's" which are stated in this paper. We hope that the members of the profession will give careful examination to the principles and that those interested in research will attempt to test some or all of the statements by means of a variety of techniques.

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Appendix A

INTERPRETING THE PRINCIPLES OF VOCATIONAL EDUCATION FOR THE 1980's

We would appreciate your completing the questionnaire as one interested in vocational education and the principles associated with our field. You may complete it during the course of today's session on the History and Philosophy of Vocational Education or mail it to us after your return from the convention. We would like your name, position, and mailing address so that after we refine our ideas we may send you a follow-up questionnaire. Please return this form by January 1, 1980.

NAME_____

POSITION_____

ADDRESS_____

_____

_____

STATE_____ ZIP_____

RETURN TO:

Dr. Albert Pautler, Jr.
Professor of Education
State University of New York
at Buffalo
410 Baldy Hall
Amherst, New York 14260

DIRECTIONS: Please respond to each item by circling SA for Strongly Agree; A for Agree; U for Undecided; D for Disagree; and SD for Strongly Disagree.

GENERAL STATEMENTS

1.	Vocational education has a well-defined philosophy from which direction for the future may come.	SA	A	U	D	SD
2.	The philosophic position that serves vocational education today is the same one that served it in 1917.	SA	A	U	D	SD
3.	The words principle and philosophy are synonymous.	SA	A	U	D	SD
4.	The words policy and philosophy are synonymous.	SA	A	U	D	SD
5,	Identifying principles is the best way to go about defining what it is vocational education is or should be in the 1980's.	SA	A	U	D	SD
6.	Vocational education is the same as vocational training	SA	A	U	D	SD
7.	Vocational education is more closely associated with public education than it is with the Department of Labor.	SA	A	U	D	SD
8.	Vocational training is a part of vocational education.	SA	A	U	D	SD
9.	A close relationship should exist between vocational education and general education.	SA	A	U	D	SD
10.	Vocational educators must work more closely with general educators than they have in the past.	SA	A	U	D	SD

11. Vocational education includes assessment of the students' abilities, intake counseling and guidance, an instructional plan, and culminating evaluation of student performance. SA A U D SD

12. Vocational education has a responsibility to each student completing a program. Appropriate services to assist the student in making the transition from school to employment and/or more advanced education must be included in the total program of vocational education. SA A U D SD

13. Vocational education is designed specifically to improve the efficiency of an individual in a specific occupation or cluster of occupations. SA A U D SD

14. Vocational education is of more value to persons who will pursue, or are pursuing, a specific occupation than to other persons. SA A U D SD

15. Vocational education is concerned with the total individual and his/her educational needs. Vocational education is not just "job training." Vocational training is one part of vocational education. SA A U D SD

16. Vocational education develops work attitudes, saleable skills, and usable knowledge related to employment. SA A U D SD

17. Vocational education provides opportunities for individuals to discover and develop their vocational interests and abilities and to be assisted toward placement in the occupation for which they have received instruction and/or advanced education. SA A U D SD

18. Vocational education should be provided to all those who need it, want it, and are able to profit from it, at the time they most require it. SA A U D SD

19. Vocational education is carried to the point where it gives the student the ability to secure and hold employment and/or to go on to more advanced education. SA A U D SD

20. The educational environment, itself, for vocational education is the work environment, itself, or a replica of the working environment. SA A U D SD

21. Vocational education curriculum and instruction should be based upon systematic assessment of social, economical, and employment needs of the individual and society. SA A U D SD

22. The subject matter to be taught in vocational education must relate directly to the functions in the occupational area for which the student is being educated. SA A U D SD

23. Vocational education should assist in making the content of general education more relevant and applicable. SA A U D SD

24. Vocational education should assist the individual to attain occupational versatility with transferable skills and knowledges. It must prepare the student for the necessity of a number of occupational as well as job changes during his/her working life. SA A U D SD

Appendix B

MEAN POST-TEST SCORES

INTERPRETING THE PRINCIPLES OF VOCATIONAL EDUCATION FOR THE 1980's[1]

35 PARTICIPANTS COMPLETED THE QUESTIONNAIRE

GENERAL STATEMENTS	MEAN[2]
1. Vocational Education has a well-defined philosophy from which direction for the future may come.	3.206
2. The philosophic position that serves vocational education today is the same one that served it in 1917.	2.914
3. The words principle and philosophy are synonymous.	1.857
4. The words policy and philosophy are synonymous.	1.486
5. Identifying principles is the best way to go about defining what it is vocational education is or should be in the 1980's.	3.250
6. Vocational education is the same as vocational training.	1.971
7. Vocational education is more closely associated with public education than it is with the Department of Labor.	4.206
8. Vocational training is a part of vocational education.	4.176
9. A close relationship should exist between vocational education and general education.	4.353
10. Vocational educators must work more closely with general educators than they have in the past.	4.176
11. Vocational education includes assessment of the students' abilities, intake conseling and guidance, an instructional plan, and culminating evaluation of student performance.	4.412

1. A copy of the survey Interpreting the Principles of Vocational Education for the 1980's can be found in Appendix (A).
2. The respondent categories were assigned values of: Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1.

GENERAL STATEMENTS	MEAN
12. Vocational education has a responsibility to each student completing a program. Appropriate services to assist the student in making the transition from school to employment and/or more advanced education must be included in the total program of vocational education.	4.412
13. Vocational education is designed specifically to improve the efficiency of an individual in a specific occupation or cluster of occupations.	3.706
14. Vocational education is of more value to persons who will pursue, or are pursuing, a specific occupation than to other persons.	3.883
15. Vocational education is concerned with the total individual and his/her educational needs. Vocational education is not just "job training." Vocational training is one part of vocational education.	3.848
16. Vocational education develops work attitudes, salable skills, and usable knowledge related to employment.	4.606
17. Vocational education provides opportunities for individuals to discover and develop their vocational interests and abilities and to be assisted toward placement in the occupation for which they have received instruction and/or advanced education.	3.629
18. Vocational education should be provided to all those who need it, want it, and are able to profit from it, at the time they most require it.	4.765
19. Vocational education is carried to the point where it gives the student the ability to secure and hold employment and/or to go on to more advanced education.	4.030
20. The educational environment, itself, for vocational education is the work environment, itself, or a replica of the working environment.	4.000
21. Vocational education curriculum and instruction should be based upon systematic assessment of social, economical, and employment needs of the individual and society.	4.235

GENERAL STATEMENTS	MEAN
22. The subject matter to be taught in vocational education must relate directly to the functions in the occupational area for which the student is being educated.	4.176
23. Vocational education should assist in making the content of general education more relevant and applicable.	4.029
24. Vocational education should assist the individual to attain occupational versatility with transferable skills and knowledges. It must prepare the student for the necessity of a number of occupational as well as job changes during his/her working life.	3.912